

2007 - 2008  
NCLB Programmatic Monitoring

Title I – Section 1116

Cycle  
3

**Academic Assessment and  
Local Educational Agency and School Improvement Checklist**

LEA \_\_\_\_\_

Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_

E-mail Address \_\_\_\_\_

Phone Number \_\_\_\_\_

**I=IN COMPLIANCE**

**O=OUT OF COMPLIANCE**

***DIRECTIONS***

1. Review all of the LEA's Title I School Improvement Plans to ensure that all of the following requirements have been met.
  - ☐ Mark **I** if the item is in compliance
  - ☐ Mark **O** if the item is out of compliance
2. For items found out of compliance (**O**), complete the Cycle 3 Compliance Activities Worksheet by indicating:
  - ☐ the items out of compliance and how they will be addressed;
  - ☐ who will be responsible; and
  - ☐ the date the items are brought into compliance.
3. Return the following to Ms. Bobbie Orlando, Monitoring Manager; Bin #32 at ADE by **December 1, 2007**:
  - ☐ this Academic Assessment and Local Educational Agency and School Improvement Checklist;
  - ☐ the completed Cycle 3 Compliance Activities Worksheet

**Academic Assessment – The LEA:**

- \_\_\_\_\_ analyzed test results including the AIMS, DPA, Terra Nova, local assessments, and other assessments and indicators including graduation rate, attendance rate, percent tested, disaggregated data, AZ LEARNS, and MAP to annually review the progress of each Title I school towards making adequate yearly progress;
- \_\_\_\_\_ published and disseminated the results of the annual review to parents, teachers, principals, other staff, and the community in order for schools to refine the instructional program;
- \_\_\_\_\_ reviewed the effectiveness of the parental involvement activities, professional development activities, and other activities carried out by the schools; and
- \_\_\_\_\_ notified the Title I schools of adequate yearly progress status.

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**Please check the appropriate box.**

- ☐ The LEA has no Title I schools identified for federal school improvement. *(Skip to LEAs identified for improvement section on page 5 if appropriate)*
- ☐ The LEA has Title I schools identified for federal school improvement. Please list:

School Name	Warning	School Improvement Year 1	School Improvement Year 2	Corrective Action	Restructuring Planning	Restructuring Implementation

**School Improvement – The LEA:**

- \_\_\_\_\_ ensured that each Title I school identified for federal school improvement developed or revised a school improvement plan no later than 3 months after being identified, in consultation with parents, school staff, the LEA and outside experts and submitted plan to ADE;
- \_\_\_\_\_ established a peer review process to review and work with schools to approve plans within 45 days of Submission to LEA;
- \_\_\_\_\_ approved the school improvement plans;
- \_\_\_\_\_ ensured that each school identified for federal school improvement implemented the school plan;
- \_\_\_\_\_ ensured that each school improvement plan contains all 10 components:
- ☐ scientifically based research strategies to strengthen core academic subjects;
  - ☐ policies and procedures concerning core academic subjects that have the greatest likelihood that all groups of students will meet the proficient level on the AIMS;
  - ☐ an assurance that the school will spend not less than 10% each year to provide high quality professional development;
  - ☐ specifies how funds will be used to remove the school from improvement status;
  - ☐ annual measurable objectives for continuous and substantial progress by each group of students to meet proficient level of achievement on the AIMS;
  - ☐ how written notice about the identification of a school in improvement is provided to the parents of each student enrolled in the school in a language parents can understand;
  - ☐ specifies the responsibilities of the school, the LEA, and the SEA including technical assistance to be provided;
  - ☐ strategies to promote effective parental involvement in the school;
  - ☐ activities before and after school, during summer, and during any extension of the school year;
  - ☐ incorporates a teacher-mentoring program.
- \_\_\_\_\_ ensured the provision of technical assistance for the development and implementation of the school improvement plans; and
- \_\_\_\_\_ set aside an amount up to 20% of the Title I funds for public school choice and supplemental services.

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**Parent Notification of Schools in Need of Improvement – The LEA provided notice to parents:**

- \_\_\_\_\_ is written in an understandable, uniform format and in a language that parents can understand;
- \_\_\_\_\_ provides an explanation of what the identification means;
- \_\_\_\_\_ provides a comparison in terms of academic achievement and additional indicators to others schools in the LEA and the state;
- \_\_\_\_\_ provides the reason(s) for identification and why the specific schools were rated as in need of improvement;
- \_\_\_\_\_ provides an explanation of what the school identified for school improvements is doing to address the problem of low achievement or not making AYP due to attendance, graduation rate;
- \_\_\_\_\_ provides an explanation of what the local educational agency or the Arizona Department of Education are doing to help the school address not making AYP;
- \_\_\_\_\_ provides an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for federal school improvement; and

**For schools in school improvement year 1 and beyond the notice to parents:**

- \_\_\_\_\_ provides an explanation of the parents' option to transfer their child(ren) to another public school with transportation provided by the LEA to another school not identified for improvement;
- \_\_\_\_\_ includes information on the academic achievement of schools parents may select and a comparison of their child's current school (must include two schools parents may select); and

**For schools in school improvement year 2 and beyond the notice to parents:**

- \_\_\_\_\_ include the parents' option to obtain supplemental educational services for their child(ren) and a brief description of services of approved providers.

**Public School Choice – For Title I schools identified for year 1 and 2 of federal school improvement, corrective action, or restructuring planning, or restructuring implementation - The LEA:**

- \_\_\_\_\_ provided all students enrolled in the school with the option to transfer to another public school served by the LEA that has not been identified for federal school improvement (must provide at least 2 choices) with transportation provided by the LEA; and
- \_\_\_\_\_ gave priority to the lowest achieving children from low-income families; if the funds available were insufficient to provide transportation to each student who requested a transfer.

**Supplemental Educational Services – For Title I schools identified for year 2 of federal school improvement, corrective action, or restructuring planning, or restructuring implementation - The LEA:**

- \_\_\_\_\_ provided notice to parents at least annually informing them of the availability of services, the identity of the approved providers, and a description of the services, qualifications, and demonstrated effectiveness of each provider;
- \_\_\_\_\_ gave priority to children from low income families; if the funds available were insufficient to provide supplemental educational services to each eligible student whose parent requested services, the LEA gave priority to the lowest achieving children from low income families;
- \_\_\_\_\_ arranged for the provision of supplemental educational services to eligible children in the school by a provider selected by the parents and approved by the ADE;
- \_\_\_\_\_ assisted parents in choosing a provider from the list of ADE approved providers, if requested;
- \_\_\_\_\_ applied fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students;
- \_\_\_\_\_ did not disclose to the public the identity of any student who is eligible for or receiving supplemental services without written permission of the parents of the student; and

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**Supplemental Educational Services – For Title I schools identified for year 2 of federal school improvement, corrective action, or restructuring planning, or restructuring implementation – The LEA:**  
*continued*

\_\_\_\_\_ developed, in consultation with the parents (and the provider chosen by the parents), an agreement that includes:

- ☐ a statement of specific achievement goals for the student, how the student's progress will be measured and a timetable for improving achievement and for students with disabilities is consistent with the IEP.
- ☐ a description of how parents and teachers will be regularly informed of student progress.
- ☐ a provision for the termination of such agreement if provider is unable to meet such goals and timetables.
- ☐ provisions with respect to the making of payments to the provider by the LEA.
- ☐ prohibitions to the provider from disclosing to the public the identity of any student eligible for, or receiving supplemental services without written permission of the parents of such student.

**Corrective Action means action that substantially and directly responds to consistent academic failure of a Title I school in federal school improvement. The LEA:**

\_\_\_\_\_ implemented a system of corrective action for any school in federal school improvement that failed to make AYP by the end of the second full year after identification;

\_\_\_\_\_ shall provided technical assistance while instituting any corrective action that includes:

- ☐ analyzing data from assessments and other example of student work,
- ☐ identifying and addressing problems in instruction and problems with implementing the parental involvement requirement,
- ☐ identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research, and
- ☐ analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and make AYP.

\_\_\_\_\_ identified the school(s) for corrective action; and

\_\_\_\_\_ implemented at least one of the following corrective actions:

- ☐ replace the school staff who are relevant to the failure to make AYP.
- ☐ institute and fully implement a new curriculum and professional development to relevant staff that is based on scientifically based research.
- ☐ significantly decrease management authority at the school level.
- ☐ appoint an outside expert to advise the school.
- ☐ extend the school year or day for the school.
- ☐ restructure the internal organization of the school.

**Restructuring means failure to meet AYP after one full school year of corrective action. The LEA:**

\_\_\_\_\_ prepared a plan and made necessary arrangements to carry out alternative governance; and

\_\_\_\_\_ implemented at least one of the following alternative governance arrangements by:

- ☐ reopening the school as a charter school.
- ☐ replacing all or most of the school staff who are relevant to the failure to make AYP.
- ☐ any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

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**LEAs identified for improvement in years 1 and 2, and corrective action – The LEA has:**

- \_\_\_\_\_ distributed notification (provided by the SEA) to parents that the LEA has been identified for improvement; and
- \_\_\_\_\_ developed or revised in consultation with parents, school staff, and others, the local educational agency plan within 3 months of being identified for improvement. The plan:
- ☐ incorporates scientifically based research strategies to strengthen core academic subjects in school served by the LEA;
  - ☐ identifies actions that have the greatest likelihood of improving the achievement of participating children in meeting the academic achievement standards.
  - ☐ addresses the professional development needs of the instructional staff by committing to spend not less than 10% of Title I funds each year to provide high quality professional development.
  - ☐ includes specific measurable achievement goals and targets for each group of students identified in the disaggregated data.
  - ☐ addresses the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement.
  - ☐ incorporates activities before school, after school, during the summer, and during an extension of the school year.
  - ☐ specifies the responsibilities of the SEA and the LEA to provide technical assistance and to provide services to private schools.
  - ☐ includes strategies to promote effective parental involvement in the schools.

**LEAs identified for Corrective Action – The LEA:**

- \_\_\_\_\_ deferred programmatic funds or reduced administrative funds; or
- \_\_\_\_\_ instituting and fully implementing a new curriculum that is based on State Standards, including providing appropriate professional development based on scientifically based research for all relevant staff.